

Quality Review Report

2011-2012

**P.S. 206 Jose Celso Barbosa
Elementary school M206**

**508 EAST 120 STREET
MANHATTAN
NY 10035**

Principal: Camille Forbes

Dates of review: May 31 – June 1, 2012

Lead Reviewer: Luz T. Cortazzo

Part 1: The school context

Information about the school

P.S. 206 Jose Celso Barbosa is an elementary school with 257 students from grade 3 through grade 5. The school population comprises 32% Black, 60% Hispanic, 5% White, 2% Asian students and 1% other students. The student body includes 18% English language learners and 30% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2010 - 2011 was 94.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school is a safe place where students are engaged in learning and they appreciate the high level of support they receive for their personal and academic development. (1.4)
 - Staff, students and parents all report that the school's safe climate where students' social emotional and academic needs are readily addressed supports the high percentage of student attendance. The school excels at knowing each child well and benefits from staff expertise in employing behavior management techniques and social emotional strategies from the Ramapo Project to support the emotional growth of students, especially those identified through a review of data to need extra support. Additionally, staff from Healthy Schools Healthy Families work with students to increase awareness of health and nutrition, consequently impacting students' personal health and academic success, as evidenced in improved reading levels.
 - Students are interested and engaged in their learning; alongside their classmates, they engage in inquiry-based projects and feel supported by the adults in each classroom. Students report a strong sense of pride as a result of their year-long service learning projects, such as Penny Harvest and School Community Service. These practices impact students' academic and social-emotional growth positively, as evidenced by the calm environment in the building and low student suspension rate.
- Effective student support services and successful partnerships with outside organizations provide students with a wide range of opportunities to grow academically and socially. (4.4)
 - The school's social worker, coach from the Asperger Spectrum Disorder (ASD) program and the Ramapo Project provide well-delivered professional development to staff, thus ensuring that they are better prepared to provide requisite support to students. Partnerships such as focused collaborations with Ramapo, Hunter College and City Year integrate well with school-based supports throughout the day to meet students' academic and social-emotional needs in a cohesive manner.
 - External partnerships such as Healthy Schools Healthy Families increased students and staff awareness of nutrition, physical activity and health issues, thereby exceeding standardized criteria in physical activity and overall implementation of a School-Wide Healthy Snack Policy. This work resulted in the school receiving an award for exceeding standardized criteria. These supports are deeply embedded in school culture and directly increase their motivational levels, leading to improved student outcomes.
- The principal makes informed and effective organizational decisions across all aspects of the school that support optimal student learning. (1.3)
 - In alignment with the school's instructional goals, the principal has carefully matched on-site coaches and contracted consultants with classrooms to provide a balance of demonstration lessons and weekly collaborative planning sessions with individual teachers, grades and teams. When formative assessment data indicated that third graders required intensive

support in reading comprehension skills, a great investment was made to assist third grade staff members in developing guiding reading strategies. As a result, students as well as teachers benefit from the consistent team effort as evidenced by the students' progress demonstrated in school-wide reading benchmarks.

- Teacher assignment and student time is structured to respond to the learning needs of all students as observed in the ASD and collaborative team teaching classes on each grade. Two teachers co-teach the class, thereby reducing the total teacher-student load. Consequently, students receive one-on-one interventions or enrichment such as in a 4th grade science lesson, where each teacher services a specific group, thus reducing total student load. As a result of these strategic decisions, time on task is optimized for the entire school community, and all share a clear focus leading to increased student achievement.
- The curriculum offers a wide range of experiences and choice to increase engagement and facilitate students' ownership of learning. (1.1)
 - The school's instructional leadership team has studied the citywide expectations for introducing the Common Core Learning Standards (CCLS) and subsequently infused non-fiction reading and informational writing into the curriculum. This strategic planning is especially evident in curriculum maps for grades 3 through 6. As a result, teachers are positioned to expose all students, including students with disabilities and second language learners, to a rich curriculum that teaches critical thinking skills and concrete content knowledge through robust, meaningful units of study, such as the science investigation 6th grade unit on Energy. Consequently, students were observed following precisely a multistep procedure when carrying out experiments, taking measurements or performing tasks.
- Most classroom lessons include activities that allow for increased listening and thinking by students, resulting in their deeper understanding of complex ideas. (1.2)
 - Teachers across the school agree that students learn best when provided ample time to process new information and communicate it with their peers to clarify their thinking as they assume a stance in their learning. Therefore, teachers often encourage students to use accountable talk as practice to agree or question each other's thinking. Teachers also utilize a variety of teaching strategies to access a diversity of learning styles, strengths and needs. Consequently, student work products demonstrate a general level of student thinking. For example, most students are able to articulate and defend their answer to questions, either using text during literacy and science discussions with support of manipulatives during math and science instruction.
- Teachers use a consistent set of interim assessments, which effectively measure student mastery of content and skills so that the strengths and needs of all students are readily identified and addressed accordingly. (2.2)
 - This year, the school focused on refining one key assessment tool to measure student reading progress across classes and over time. School leaders collaborate with teachers to transform the traditional daily exercise of students reading independently for forty-five minutes into an opportunity for teachers to increase time dedicated to guided reading, which was often

underutilized in the past. As a result, teachers demonstrate a marked improvement in the way they teach guiding reading and the specific feedback they provide to students, and students are becoming increasingly interested in reading and showing growth in their reading levels.

What the school needs to improve

- Formalize the way by which individual teachers collect and organize rubric-drive and anecdotal data to develop a cohesive school-wide grading policy. (2.3)
 - Teachers across the grades use a variety of data streams, including conference notes, unit tests, homework projects and rubric commentary, to gauge individual student mastery of content and skills in assorted subject areas. However, in some grades, teachers do not utilize this data effectively in identifying the overall student trends within their respective classrooms. Consequently, without administrative support, not all teacher teams are equally adept in identifying grade-wide trends and addressing immediate needs. In addition, not all teachers share a common lens for weighing the various assessments methods to then consistently assign grades to students. As a result, the absence of a grading policy does not fully support all families in authentically owning the performance trends of students.
- Formalize periodic check-ins, focused specifically on systems for reflecting on performance data, organization and performance report dissemination, so that structures are evaluated and revised in a timely fashion. (5.2)
 - Currently, staff members convene several times during the week to engage in conversations about the trends identified in student interim assessment data, student work, and one-on-one conferences. Additionally, teachers constantly discuss assessment practices, data collection, and the grading policy at the school. However, a calendar for systematically discussing evaluating and modifying necessary changes throughout the year based on data has not yet been formalized. Therefore, the school has not yet evaluated the efficacy by which assorted student data is organized, limiting opportunities for the school to build alignment between the use of these data tools and teacher teams' structured professional collaboration.
- Standardize support for teacher growth by providing frequent feedback and next steps using a research-based framework. (4.1)
 - School leaders and teachers have agreed upon a common framework for teacher observation. However, the principal has not set a system for all administrators to conduct frequent cycles of observations and provide feedback about teachers' strengths and areas for improvement aligned to their individual professional needs based on observations, nor have all teachers develop their own goals for professional growth. The school provides opportunities for professional learning aligned to school-wide initiatives but not yet with teachers' individualized professional needs. As a result, the school's ability to identify specific, targeted next steps to improve teacher effectiveness is hindered.
- Expand the good practices of grade level teams to make more persistent the strategies they are developing and embed mechanisms for their ongoing reflections. (5.4)

- The school has structures for teacher collaborations. Teachers are well aware of how certain protocols and tools, such as agendas and lead facilitators, are useful in guiding their work. The analysis of student work leads to the application of strategies and resources for classroom instruction and class interventions during the school day. However, the structures do not address elements of teacher work so that there is not yet a shared understanding of instruction that effectively addresses the learning problems noted.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 206 Jose Celso Barbosa	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
To what extent does the school regularly...	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1..2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs as evidenced by meaningful student work products?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
To what extent does the school ...	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?		X		
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			X	
Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.				
To what extent does the school ...	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			X	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			X	

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

To what extent does the school...	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X		
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
1..4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

To what extent does the school...	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		X		
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X		

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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